DOCUMENT RESUME

ED 446 091 SP 039 536

AUTHOR	Zane, Lawrence
TITLE	The Adult Basic Education (ABE) Teacher Development Project (July 1, 1999 to June 30, 2000). Evaluation Report.
INSTITUTION	Hawaii Univ., Manoa. Coll. of Education.
PUB DATE	2000-06-30
NOTE	16p.; Cover page reads: "The Adult Education (ABE) Teacher Development Project (July 1, 1999 to June 30, 2000). Evaluation Report."
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Standards; *Adult Basic Education; *Adult Educators; English (Second Language); *Faculty Development; Higher Education; *Inservice Teacher Education; Instructional Materials; Program Evaluation; Teacher Improvement; Teaching Skills
IDENTIFIERS	University of Hawaii Manoa

ABSTRACT

This paper presents an evaluation of the Adult Basic Education (ABE) Teacher Development project. The ABE program was designed by the Hawaii Department of Education to meet the needs of educationally disadvantaged adults. Hawaii's community schools serve approximately 40,000 adults annually in the ABE program. Many of them are also enrolled in English as a Second Language (ESL). The University of Hawaii at Manoa College of Education administered the teacher professional development program, which provided ABE/ESL teachers continuous support. The ABE Teacher Development project involved five workshops that allowed teachers to network and share ideas. The workshops were conducted in Hilo and Honolulu. They focused on preparing for and keeping jobs and using standards to choose and use ABE/ESL instructional materials. Topics were chosen by surveys of ABE/ESL teachers. Trained ABE/ESL teachers taught the workshops. At the end of the workshops, the topics and presenters were evaluated by participants via a questionnaire. Results indicated that participants considered the workshops helpful and informative. Most believed they would be more effective teachers as a result. A high percentage felt more confident in their ability to teach students. Participants liked both the workshop teachers and the instructional materials. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 446 091

SP

The Adult Education (ABE) Teacher Development Project (July 1, 1999 to June 30, 2000) Evaluation Report June 30, 2000

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. Zane

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Conducted by the University of Hawaii, College of Education,
Teacher Education and Curriculum Studies Department
Lawrence Zane, Principal Investigator
Harry T. Tagomori, Ed.D., Evaluator

SP039536

BEST COPY AVAILABLE

An Evaluation of the Adult Basic Education (ABE) Teacher Development Project

Harry T. Tagomori, Ed.D.

Introduction

The Adult Basic Education (ABE) program was designed by the State of Hawaii, Department of Education (DOE) to meet the needs of educationally disadvantaged adults. Hawaii's eleven community schools serve approximately 40,000 adults annually in the ABE program with many of them enrolled in the English as a Second Language (ESL) component because of their limited command of the English language. The administrators of the community schools want to provide ABE/ESL teachers with professional development opportunities and activities but often lack the resources to provide these teachers with continuous support. Since the University of Hawaii at Manoa, College of Education (COE) has much experience in training and developing teachers, they received a grant to administer the program. The administrators, teachers and staff members of the community schools and the University of Hawaii, College of Education with the support of the DOE conducted the teacher development program to help in the professional development of ABE/ESL teachers. From a discussion with ABE/ESL teachers, community school administrators, Advisory Councils of three prior teacher training projects, and the DOE staff, the type of activities in the program that would best meet the needs of the ABE/ESL teachers would be in the form of workshops. This was found to be the most feasible and effective means to train ABE/ESL teachers. In deciding what type of topics for each workshop would be helpful to the ABE/ESL teachers, a survey was conducted to determine workshop topics that would best meet their needs.

Purpose

The workshops help the DOE develop an infrastructure to provide ABE/ESL teachers with experience to do their own (empower needs) professional development activities. The purpose of the workshops were to offer opportunities for professional growth by conducting training activities to the teachers themselves. Many times, ABE/ESL teachers are not aware of organizations, such as the Hawaii TESOL and the Oahu Literacy Coalition that offer training opportunities for educators who serve student populations similar to those of the ABE/ESL teachers. The purpose of the ABE Teacher Development project, therefore, is to hold workshops designed in a way where

teachers are able to network and share ideas. Sponsored by the DOE, the ABE Teacher Development project will be a series of teacher-training workshops to be conducted by the University of Hawaii, College of Education. The topics for each project were determined from a 1997 survey of ABE/ESL teachers.

Objective

The objective of the ABE project is to increase the skill of ABE/ESL teachers throughout the State of Hawaii. The workshops provide the ABE/ESL teachers with an opportunity to increase their teaching skills. In meeting its intended objective, however, the projects must constantly be improved. If the projects are effective tools for increasing teaching skill, the ABE program can provide ABE/ESL teachers with quality training. Students and teachers will mutually benefit from the ABE program. One means to improve and develop an effective training program is to evaluate the program. Evaluation provides feedback for improvement. The evaluation of the five workshops serves this purpose. The ABE/ESL teachers who attended the workshops evaluated the presenters of each workshop.

Methodology

There were five workshops conducted in Honolulu and Hilo under two general categories, "Preparing for and Keeping Jobs" and "Using Standards to Choose and Use Instructional Materials for ABE/ESL Learners." At the end of the workshops, the topics and the presenters of the topics were evaluated. ABE/ESL teachers who attended the workshop were asked to evaluate the topics, its presenters and the effectiveness of the ABE program. The purpose of the evaluation was to determine the general effectiveness of the workshops as a learning tool for ABE/ESL teachers who attended the workshops. From the evaluation, it would also be possible to find areas that needed improvement, feedback to presenters for future presentations and to gain insight for other projects to determine future workshops that may be helpful to ABE/ESL teachers.

The population sample to evaluate all five workshops and its presenters consisted of ABE/ESL teachers who attended the workshop. The method of evaluation used was a questionnaire using the Likert response scale. The program director, Ms. Ruth Truce, monitered the evaluation process. A qualitative research method was used to collect, calculate, and report the findings of the evaluations. The processing of data was done by analyzing the

results of the evaluation by ABE/ESL teacher who attended the workshop. An evaluation form was used to assess each topic and speakers of the workshop. The form consisted of four evaluation questions using the Likert response scale and six open-ended questions.

Workshop I: Preparing for and Keeping Jobs

Table I (n = 20)

Evaluation Question	Strongly agree	Agree	Disagree	Strongly disagree
1. The topic objective were [was] clearly presented.	9	10	0	0
2. The speaker showed good command of the subject.	10	9	0	0
3. The speaker responded to the needs of the group and encouraged participation.	7	12	0	0
4. The program materials were used effectively.	6	10	0	0

Table II

Responses to Open-ended Questions

Open-ended Question	Responses
5. What did you get out of this workshop?	Job help resources, better understanding of welfare changes. Info on welfare reform. Valuable info to share. Excellent speaker, made complex material very clear, interesting to listen to. Informative and helping the students to prepare their jobs. Information I did not know about before. The resources available in the community. Rich resources on the subject matter, informative and educational. New information. Up-to-date information on Federal and State grants/funds and eligibility, planning and preparing for a job. Review of welfare reform was well done, great job on providing application/resume hints. Good background on one-step services, welfare reform. Information on the large amount of services the Workforce Development Division offers. Information on those who need help with career assistance can receive training, information, and education, information was so enlightening, understand welfare reform and its implication better now. There are a lot of different ways to get a job. The importance of getting information on what other agencies is doing, adult education programs represent student interests and needs and today's program

shows how we can access services (employment services). Information about ETF. The latest information regarding welfare reform and what the future will bring, networking with teachers, useful brochures and handouts.

6. What ideas/activities will you use when teaching?

Public assistance limited a time clock. Pass on information regarding available resources in community. Resume writing and interviewing tips. I will go to the department of labor to learn about services, share career Kokua information and take students to Kaneohe Department of Labor to access services. [Teach] about the job interviewing and the writing of a resume. Use the information to plan parent workshops and activities, parents in our program have expressed the desire to find better employment and receive more education. Info on FTW and ETF and employment resources. Share the brochures with students. Encourage them [students] to visit and use agencies for their needs. Information regarding welfare changes, job help, job seeking skills. Info on one-step centers. That there are resources out there people may not know about even if they are eligible. [Do] mock interviews.

7. What did the speaker do to make the workshop a success for you?

Stressed the difficulty of the current job market. Shared new info. Gave me info on subjects that would be helpful to my students. Presented useful information. The speakers are telling what they are doing in their work. Broaden my outlook on job searches. DOE, DLIR and DHS speakers shared their program/project areas that I did not know about. Was good to hear how one gets assistance. The speakers were knowledgeable; informative and well-spoken. Helpful information to convey to students as well as teachers. Attempted to link their jobs with ours. Clear, concise information. Good handouts and brochures. That I can give more information to my student[s] that I have not known about the one-stop centers and that many ways to find a job. Well organized, good delivery, important information. Encourage questions to be asked. Handouts, answering of concerns/questions, clear presentation, useful, relevant information was presented. How to help to find the job.

8. What other topics would assist you in teaching?

New ideas/handouts are always welcome. Linking standards-based education with practices/changes in the classroom. Book fair- presentation by publishers' representatives, time for us for perusal. Finding free resources on many different topics. (Note: 14 did not respond to this question.)

9. What additional materials and activities would assist you in [your] teaching?

More workshops to share classroom activities and strategies; Appraisal instruments. Keep sharing your info so we know what is being offered as workshops. The brochures, booklets, pamphlets, etc. are all helpful. Copy of resumes (all types); Sample interview questions. Are there common links? Even sharing what other CSA's are doing about FOL is valuable. Take my students to these job help store or one-step place. Longer break time or time at the end to individually ask the questions or even submit anonymous questions to the speakers. New ideas/handouts re always welcome!

10. Additional Comments:

Very informative presentations! The moderator, Ruth Truce, did an excellent job. I came to get info about teacher training, cadre and to learn about content (materials) and future of the cadre. Ken was redundant since Kris covered all that before him. Jan was excellent! So was Kris, whose handout and articulate presentation explained welfare...in a nutshell. Thank you! A worthwhile day! Well presented workshop...very valuable information received. Especially good speakers were Kristine Foster and Jan Leftee. Having different speakers talk about the various job resources, programs, and training available was very helpful. Thank you for providing this session. Continue to share more workshop info with us. Nicely done video.

Workshop II: Using Standards to Choose and Use Instructional Materials for ABE/ESL Learners

Table I (n = 15)

Evaluation Question	Strongly agree	Agree	Disagree	Strongly disagree
1. The topic objectives were clearly presented.	12	3	0	0
2. The speaker showed good command of the subject.	11	4	0	0
3. The speaker responded to the needs of the group and encouraged participation.	12	3	0	0
4. The program materials were used effectively.	11	4	0	0

Table II

Responses to Open-ended Questions

Open-ended Question	Responses
5. What did you get out of this workshop?	Review of performance standards. New ideas for teaching. The "color" system failed totally the last time it was used in a workshop, this time it worked. Support. Strategies for coping with a different CB class. I'm a thinker...true! Alignment of SCANS, CASAS, Adult School objectives. More clear ideas of what the goals and objectives and expectations for adult education are. Good ideas, information to improve my teaching. Sharing ideas with other teachers. New ideas to use in class. The different types of teachers. Organizational help, peer learning, leadership and cooperative skills. Characteristics of teachers. Teaching tips. New tips, like the teacher assessments.
6. What ideas/activities will you use when teaching?	I will try different teaching methods. How to make my lessons more interesting and relevent. [Applying] new strategies in teaching. Involvement of students. [Use of] materials and samples.
7. What did the speaker do to make the workshop a success for you?	Kept it moving/lively/active. Stimulate and encourage me to attend the next session. Speaking clearly and in an enthusiastic manner. Present the topics very well. Gave me some good ideas. Interesting topics, information. Articulate, meaningful, resourceful. Knowledgeable, excellent modeling, well paced. Stayed on task, clear presentation. Kept things insteresting. Inject humor.

8. What other topics would assist you in teaching?	This workshop mostly dealt with ESL, what about other courses? Strategies. Ways to track students' progress. Specific materials and ideas for the classroom. About meeting students' needs. More ideas on interactive class activities and list of speakers to contact.
9. What additional materials and activities would assist you in teaching?	Observing other ESL classroom teachers. The materials promised for next time. Computer [PC] or laptop. More technique in ESL.
10. Additional Comments:	More "tried and true" successful lessons from experienced ESL teachers...like Linda Damas, etc. Excellent pamphlet. Time flew! Thank you.

Workshop III: Using Standards to Choose and Use Instructional Materials for ABE/ESL Learners

Table I (n = 8)

Evaluation Question	Strongly agree	Agree	Disagree	Strongly disagree
1. The topic objectives were clearly presented.	3	4	(1 did not respond)	
2. The speaker showed good command of the subject.	5	3	0	0
3. The speaker responded to the needs of the group and encouraged participation.	4	3	(1 did not respond)	
4. The program materials were used effectively.	3	3	(2 did not respond)	

Table II

Responses to Open-ended Questions

Open-ended Question	Responses
5. What did you get out of this workshop?	Review of characteristics of an effective teacher. The materials were useful...it made me feel good about what I am doing. Good ideas...and confirmation that I am on the right track as a new ESL teacher. Techniques and strategies. The different kinds of ideas and strategies from other members. Suggestion on what material could be used with the CASAS tests.

6. What ideas/activities will you use when teaching?

Workshop presentation format and the style. I will examine ESL level, CASAS competency and selection and preparation of lesson appropriate to the learner. Linda helped me with a known but not used with this class strategy. More use of props and "real-life" materials. Cause and effect, color/personality game. The real life skill materials.

7. What did the speaker do to make the workshop a success for you?

Interactive presentations, questions were answered individually. Workshop speakers made activities flow. The high level of energy...knowledge of material presented. Interactive tasks/activities. Encouraged participation from audience. Very warm and compatible and assist you at all times. I could use the lesson plan sheet.

8. What other topics would assist you in teaching?

Teaching strategies in packet are useful. Can't think of anything now. Effective ways to "teach" writing.

9. What additional materials and activities would assist you in teaching?

Assessment/self-assessment tools and methods. Teaching strategies in packet are useful. The CASAS materials. More ideas on materials (audio tapes? Other? And how I can get them!). Effective lesson planning. All the info will help my teaching.

10. Additional Comments:

I expected to see and examine instructional materials. Time for each activity too short. I felt so rushed. I am not CASAS trained...I thought this workshop was going to address this topic. More group techniques to promote different techniques of group process for the ABE class. Mahalo! The handouts will be very helpful, thanks. Real life ads, etc. are great too! Too cold. Was hoping for other ESL teaching material that we could use in our classrooms.

Table I (n = 13)

Evaluation Question	Strongly agree	Agree	Disagree	Strongly disagree
1. The topic objectives were clearly presented.	9	4	0	0
2. The speaker showed good command of the subject.	13	0	0	0
3. The speaker responded to the needs of the group and encouraged participation.	12	1	0	0
4. The program materials were used effectively.	10	3	0	0

Table II

Responses to Open-ended Questions

Open-ended Question	Responses
5. What did you get out of this workshop?	Lots of information and afraid that I might have to turn in lesson plans in the future. A better understanding of what I need to be doing in my classes. I enjoyed listening to everyone's idea. A good pulse on what is being used in ESL and ABE connections to CASAS and adult standards. Allignment of CASAS and SCANS. Additional information for lessen plans. Good practical ideas. Shared good ideas about teaching ESL. Timely review, need followup on emerging information from CASAS and others. Better lesson-planning to meet standards. Creating a lesson plan using SCANS/CASAS. An easier lesson plan. CASAS/SCANS class alignment strategies.
6. What ideas/activities will you use when teaching?	Giving directions. I am now able to complete a successful lesson plan and useful material resource. Apply real life topics in the teaching. More variety in presentation. Lesson plan procedure and format. Start making a material binder, use more practical ideas. Effective lesson plan. Got several ideas for lessons based on CASAS competencies. More active learning and application to real life. Map use, Big Island activities, presentation.

7. What did the speaker do to make the workshop a success for you?	Gave lots of examples. The speaker was dynamic, informative, and had a good variety of readings to hand out. Very meaningful and practical. Both of them knew what they were doing. Knew their topic well. Meet specific needs. Excellent charts. Great organization. Speaker very knowledgeable. Handouts and example [used]. Give examples of the lessons. Charts and example strategies. Presentation method and handouts.
8. What other topics would assist you in teaching?	More ESL. Other success compact models. Just continue same topics. How to accommodate students who come and go. Move on CASAS versus SCANS. More discussion of comparative linguistics would probably be helpful for most people.
9. What additional materials and activities would assist you in teaching?	I would like to have flash cards and pasties for ESL (used to be available from University of Michigan). More teaching skills. More specific ESL workshops (placement , etc.). More hands on projects. More interaction time of teachers. Updated texts.
10. Additional Comments:	Not enough time. Wonderful workshop!! Questions above not applicable to my non-teaching role. My observation – relevant and useful to instructors. Very informative workshop. Thank you! Great seminars – I learned a lot! Continue [workshops] next year. Thank you ! Well done! Materials which the ESL could have at their disposal – I think this is important because – being in Hawaii – we have many considerations to think about in covering the CASAS standards.

Workshop V: Using Standards to Choose and Use Instructional Materials for ABE/ESL Learners

Table I (n = 14)

Evaluation Question	Strongly agree	Agree	Disagree	Strongly disagree
1. The topic objectives were clearly presented.	7	6	0	1
2. The speaker showed good command of the subject.	8	5	0	1
3. The speaker responded to the needs of the group and encouraged participation.	8	4	1	1
4. The program materials were used effectively.	8	4	1	1

Table II

Responses to Open-ended Questions

Open-ended Question	Responses
5. What did you get out of this workshop?	Brain storming very useful. I realize my weak points in teaching. I need to focus on relating learner more to activities to motivate students. Setting goals, objectives. Good support. New ideas to use in class, networking, more information about the CASAS, interesting handouts. Performance standards for CASAS should be the curriculum. A lot of valuable materials that I can use in my ESL class. Ask for more work time to complete forms. A good lesson plan. Lots of useful information that I can organize and share with other teachers. Specific ideas for lesson planning. Setting goals, making clear why we are doing things are important.
6. What ideas/activities will you use when teaching?	Lesson plan "planning steps." Lesson planning sheets. Lesson plans. Use CASAS I.D. Try to use more practical strategies, creative ideas. Labels information (ESL), types of retell, other ideas from handouts. Try more student generated assessment. Using CASAS competencies, lesson plan, student assessment. My favorites are the writing ideas. I will try to let my students get involved more. I gotta go home and read them and use them.
7. What did the speaker do to make the workshop a success for you?	Takes relevant information and teaches for application. The speakers are very well-organized. Explain topics clearly. Made us feel comfortable. Clearly presented, very interesting! I also enjoyed the humor! I loved their enthusiasm and the handouts of everything that they presented. Lots of enthusiasm. Provided a lot of sample lesson/concrete examples of what we can use in our classes. Good pace, practical. Informed and related ideas to real life situations. Great interaction between speakers. Personal discussion on my own problems on hand.
8. What other topics would assist you in teaching?	Group discussion of what works, how to deal with different personalities, monthly meetings, insight to the CASAS tests, time to think after trying some of these, group processing critical thinking skill.
9. What additional materials and activities would assist you in teaching?	Money. Lesson plan sheets. Good materials. Thanks to speakers for suggesting where else like (TESOL) we can get free materials. More books to look at. Ideas for class and materials.
Additional Comments:	Great presenters. Mahalo! Thank you! Excellent presentation! Excellent workshop, thanks for sharing your knowledge! Wonderful, and God bless you abundantly!! Great fun. Thanks. Great workshop again! Mahalo :-)

BEST COPY AVAILABLE

Summary of Five Workshops (n = 70)

Evaluation Question	Strongly agree	Agree	Disagree	Strongly disagree
1. The topic objectives were clearly presented.	40	27	0	1
2. The speaker showed good command of the subject.	47	21	0	1
3. The speaker responded to the needs of the group and encouraged participation.	43	23	1	1
4. The program materials were used effectively.	38	24	1	1
Total	168	95	2	4

Summary

The Adult Basic Education (ABE) program was designed by the State of Hawaii, Department of Education (DOE) to meet the needs of educationally disadvantaged adults. ABE/ESL teachers were hired to teach these adults at various adult community schools throughout the State of Hawaii. To help these teachers to be effective, the DOE in collaboration with the University of Hawaii at Manoa, College of Education, developed the ABE Teacher Development project. Because of budgetary limitations, the most feasable means for training and developing ABE/ESL teachers were in the form of workshops. Therefore, administrators of the ABE program offered ABE/ESL teachers with professional development opportunities in the form of five workshops. The topics for the workshops were decided by a survey of ABE/ESL teachers. To determine how well the workshops were presented and the degree of effectiveness of the workshops as a means to train ABE/ESL teachers, an evaluation at the conclusion of each workshop was conducted.

The population for all five of the workshops totaled 70 teachers (n = 70). About 57% of the teachers strongly agreed and 39% agreed that the objectives of the topics were clearly presented. The evaluation showed that the presenters knew the topics they presented as indicated by the 67% of teachers who strongly agreed while 30% agreed that the presenters had a "good command of the subject." The presenters showed they had good rapport with the ABE/ESL teachers who attended the workshops and that the presenters were very encouraging. More than 61% strongly agreed to this while about 33% agreed. Fifty-four percent of teachers strongly agreed and 34% agreed the

program materials were used effectively at the workshops. The outcome of the evaluation indicates the five workshops were well received.

The questions asked in the evaluation form were positively stated using the Likert scale. Where the items did not equal the total population sample (n = 70), these were respondents who did not answer the item. Table II in all of the workshops shows how ABE/ESL teachers responded to the open-ended questions. In all indications, the comments made by the teachers were very favorable.

Conclusion

The high ratings of the workshops suggest that the ABE/ESL teachers felt the workshops were helpful and informative. More than 90% of the ABE/ESL teachers at the workshops felt they will be more effective in their teaching. A high percentage also felt more confident in their ability to teach students. The objective of the workshops was clear and the speakers knew the subject matter. The speakers of the workshops responded well to the needs of the ABE/ESL teachers. They presented materials that they knew would be helpful to ABE/ESL teachers. ABE/ESL teachers felt these materials will help them in their teaching. From the results of the evaluation, it can be concluded that the workshops were successful in meeting its objective. This is indicative of the high rating of the topic presentations shown in the evaluation. Based on the comments (open-ended questions), ABE/ESL teachers were enthusiastic about the ABE program and had gained important information from the workshops. From the comments made by the ABE/ESL teachers, the workshops have developed confidence and enthusiasm in the teachers. The positive response shown by the ABE/ESL teachers indicate they are open to future workshops.

Implications

From the data gathered, the topics presented in the workshops reflected the kind of information needed by ABE/ESL teachers. In most or all cases, the ABE/ESL teachers will be able to use the information gleaned from the workshop in their community school-based teaching. The evaluation also indicated that the speakers in the workshops were effective in their presentations. Similar workshops will further help ABE/ESL teachers be more effective in their teaching. Workshops seem to be an excellent method of training ABE/ESL teachers. And, with the lack of resources to provide ABE/ESL teachers with extensive professional development opportunities and activities,

BEST COPY AVAILABLE

workshops seem to be an effective approach to train these teachers.

Recommendations

The following is recommended in evaluating future program projects. 1. Responses should be changed from "Agree/Disagree" type of response to "Good/Poor" type of response. 2. Individual topics and speakers should be evaluated rather than a general evaluation. The evaluation for this and future workshops should be more specific, otherwise it is unknown which topic was good or bad. This applies also to each of the speakers. The evaluation questionnaire needs to fit what is being evaluated. The five-point interval scale was appropriate for this and future workshop evaluation.